

YOUmedia

Learning Labs Planning Update

Columbus Team Report - July 2012



Executive Summary

The Learning Labs (aka YouMedia) planning project is a collaborative effort between the Columbus Metropolitan Library, the Columbus Museum of Art, the Wexner Center for the Arts, the Center for Science & Industry (COSI) and WOSU Public Media. In January 2012, a planning team was created to facilitate the development of a system of learning labs for teens that utilized 21st century learning practices and digital media. The first phase of this planning work has produced some significant milestones, including the establishment of planning teams, the refinement of goals and objectives of the planning grant, the development of the logic model, a project timeline and shared elements for the design of a Learning Labs network.

The activities for this planning process are being actively supported by IMLS and the MacArthur Foundation over an eighteen-month period through national meetings that bring all grant awardees together periodically to disseminate and share information, as well as monthly conference calls with the core planning team. Both IMLS and MacArthur are deeply invested in learning from our planning process as “Team Columbus” because our Learning Labs grant proposal was the largest in scale and community offerings and the only proposal that brought together five nationally recognized institutions to form a Learning Labs network.

Planning Teams

In order to pull together planning for the formation of the Learning Labs network, both a core planning team and collaborative implementation team were formed to bring together resources from all five organizations. These teams focus on collaborative planning of the network and the planning activities around the pilot projects with the teens themselves, which will be organized and coordinated in each of the partner organizations. The core planning team is comprised of a project manager, a lead for each of the organizations and a member of the evaluation team who serves as a support member to the process in addressing the logic model outcomes throughout the planning process.

Core Team Members:

Helene Blowers, Grant Project Manager, Columbus Metropolitan Library
Kathy Shahbodaghi, Youth Services Administration, Columbus Metropolitan Library
Cindy Foley, Director of Education, Columbus Museum of Art
Shelly Casto, Director of Education, Wexner Centers for the Arts



Azuka Mumin, Senior Director of Community Outreach, COSI
Marcelita Haskins, Director of Educational Services, WOSU Public Media
A member of the evaluation team – to assist in evaluating the planning process

Collaborative Implementation Team:

The implementation team draws its expertise from across the spectrum of the five partner organizations and is comprised of staff that will develop and support the teen engagement activities throughout the pilot and implementation phases of the grant, as well as the ongoing collaboration of the partners.

Each organization utilizes their own subset of members from the collaborative implementation team to provide leadership for their own internal planning process. This work occurs in conjunction with the global planning for the Learning Labs network that requires attention to the individual organizations. The internal planning process that each organization is doing provides direction for the pilot and implementation of services for teens in the various digital media spaces, identification of potential impacts on organizational policies & practices, development of internal staffing models to support the new service model for teens and physical build outs of the digital media spaces themselves in conjunction with the goals, objectives and agreed upon outcomes from the network planning process.

Evaluation Team:

An evaluation team consisting of three members from the Center for Research & Evaluation located at COSI is involved throughout the planning process, providing guidance on logic model creation. This guidance includes a summative evaluation on the planning process related to the creation of the new partnership network and the success of the pilot activities in achieving intended outcomes, and the development of the evaluation component for the ongoing assessment of the impact of the learning labs network.

**Planning
Activities**

As outlined in the initial grant proposal, the planning project was scoped in four phases:

Understand & Observe –Research and discovery to support the planning, pilot and implementation process

Define & Develop –Work that supports the development of activities, spaces and shared elements of the network

Prototype & Refine – Work that pilots and refines the collaborative network design as well as the services and activities that support teen

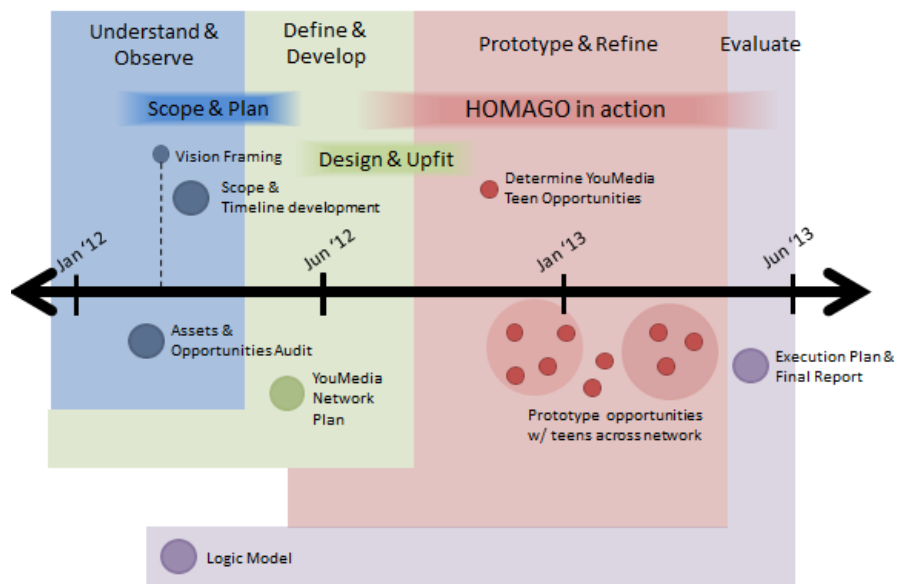


engagement with digital media.

Evaluation – Assessment of all areas of the a project in meeting intended outcomes

Project Timeline:

The project timeline stretches across an eighteen-month planning cycle and incorporates ongoing evaluation of the process along the way. The prototype and refine phase offers the ability for the partnership organizations to pilot individual developmental activities with teens while also informing and testing how collaboration and shared elements of the network may work best together.



Scope & Plan:

With the first national convening of the first round recipients of the Learning Labs grant, participants were asked to rethink their planning approach as it related to three research areas: connected learning research, HOMAGO principles, and MacArthur’s 21st century learning vision.

With a thoughtful approach, the planning team dived into the research to learn more and determine potential impact. The HOMAGO principles and lessons learned from YouMedia’s Chicago model generated a lot of rethinking about the grant, its planning approach and activities. As a result, the planning team modified its planning approach, which incorporated piloting HOMAGO in action as well as a revisit of the scope and plan for the partnership network to support the collaboration of activities across all the organizations.



Activities:

Activities completed by the team in this first phase of planning support both the original intent of the grant (understand & observe) as well as incorporating the additional areas (HOMAGO, connected learning, etc.) of refining and defining as encouraged by IMLS and the MacArthur Foundation. From this grew the creation of the project's logic model and subsequent focus on the shared elements of the network.

Activities completed in the first phase of the planning project include:

- Establishment of a core planning team and extended implementation team.
- CEO meeting with all five organizations to verify understanding and commitment to the planning process.
- Research on HOMAGO principles and connected learning environments
- Site visits by team members from both the core and implementation teams to YouMedia Chicago, Hirshhorn Art Lab, Purple Thistle, Project Grow, Project Row Houses and the School at Blair Grocery.
- Inventory of each organization's assets, strengths and opportunities that they bring to the planning process.
- Development of shared partnership principles that form the glue to our planning process and implementation of network activities.
- The completion of logic models for each of the five organizations as well as the development of a global/collaborative logic models to support the intended outcomes of the network.
- The identification of intended outcomes to not only support teen audiences, but also outcomes for the interactions of the institutions with the teens themselves as well as the broader Columbus community.
- The identification of the shared planning elements that will form the foundation for the partnership and basis for the potential expansion of the Learning Labs network.

Project Milestones

The first phase of this 18-month planning grant involved a lot of introduction, administration and preparation work. Team members from all five organizations came together to determine early roles, refine the quickly crafted scope of the project, determine expectations from all five partners, gather research related to teen behaviors and digital media, and readdress the grant goals and objectives in conjunction with HOMAGO research and the direction of IMLS & the MacArthur Foundation.



Milestones achieved in this first phase of the planning project include:

- Establishment of core planning team and extended implementation team 01/2012
- CEO meeting with all five organizations to verify understanding and commitment to the planning process 03/2012
- A shared understanding of HOMAGO research and a plan to incorporate this new information into the planning 02/2012
- Inventory of each organization's assets, strengths and opportunities that they bring to the planning process. 02/2012
- Development of logic models for each individual organization. 03/2012
- Creation of a shared logic model for learning labs network 05/2012
- Well formulated outcomes for identified behaviors for teens, institutions and the community 05/2012
- Shared network collaboration elements that will form the foundation for the five organization's partnership and basis of the Learning Labs network 05/2012
- Development of guiding set of principles that form the foundation of how the organizations work together in creating a partnership 06/2012

HOMAGO

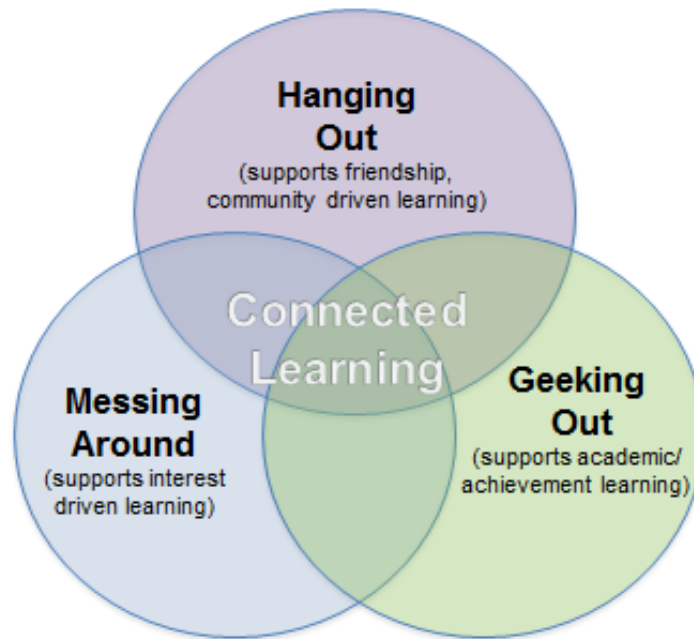
The basis for Learning Labs interactions with teens is guided by research around connected learning and teen behavior with digital media. HOMAGO is the acronym that summarizes these learning behavior traits:

Hanging Out - Socializing in a media-rich space that is surrounded by learning examples and opportunities.

Messing Around - Resource-rich, mentor-supported activities that allow for exploration and discovery of new interests and skills and the easy opportunity for experimentation and play.

Geeking Out - Workshops or independent exploration that supports the development of explicit skills and interests, development of expertise, opportunity to "level up" and opportunities to showcase work to a broader public.





Logic Model Development

In early June, the Learning Labs team reached a major milestone with the completion of the logic models for not only each of the five partner organizations, but also for the partnership itself. Logic model development is a significant step in the IMLS planning process, identifying the logical and causal relationships among program components. These program components of the logic model consist of:

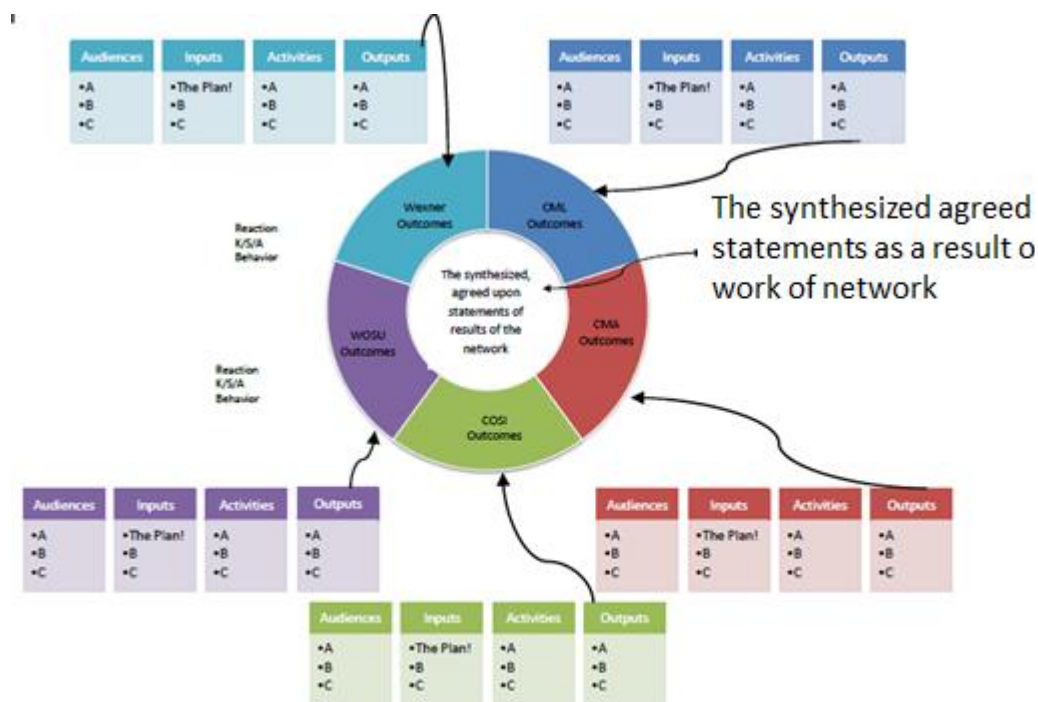
- Audiences...** some people with a need
- Inputs...**resources that are gathered and invested in the program
- Outputs ...** that produce some deliverables
- Activities...** to do some things
- Outcomes...** for some purpose, some benefit for the people

The Center for Research and Evaluation located at COSI provided in-depth guidance on the creation of all logic models and utilized their facilitation skills to bring the partnership together in the joint creation of the global logic model for the Learning Labs partnership based upon the shared and associated components from the five individual logic models.

In addition to the development of the logic models, a collaborative session was conducted to analyze the results and identify areas of synergy. These shared and associated audiences, inputs, outputs and activities were then combined to create the set of outcomes that form the goals for the project as it relates to teens, the institutions and the community at large.



This diagram visually shows how the logic model inputs from each of the five organizations were brought together to create a shared logic model for the partnership with a shared set of synthesized agreed upon outcomes that will result of the work of the learning labs network.



Individual logic models for each organization are not included in this report, but can be requested through any member of the Core Team.

Logic Model Outcomes

Outcomes for the Learning Labs project were comprised of the agreed upon statements as a result of the creation of the Learning Lab network and activities that each of the five organizations in the network will support. These outcomes are divided into three categories:

- **Youth** – the desired outcomes for teens as a result of the creation and support of the learning labs.
- **Institutions** – the desired outcomes and behavior enforcements we wish



to see among the five organizations working together in the network.

- **Community** – the desired outcomes for the greater Columbus community.



Desired Outcomes:

agreed upon statements of results of the network

Youth:

- create, explore their passions and take risks.
- set and achieve life goals according to their own definitions of success.
- serve as mentors and guides caring for each other and their communities.

Institutions:

- welcome and embrace youth as valued visitors/users/guests.
- cultivate, listen to, and incorporate the youth voice.
- honor and highlight the creative learning processes of youth.
- collaborate authentically around shared values and beliefs about youth and youth programs.

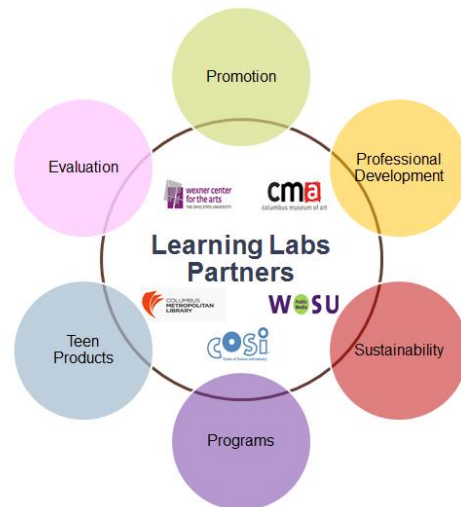
The community:

- embraces lifelong learning and embraces HOMAGO as a philosophy for cultivating lifelong learning.
- leverages this network to successfully transition teens to adulthood.
- invests in informal learning.

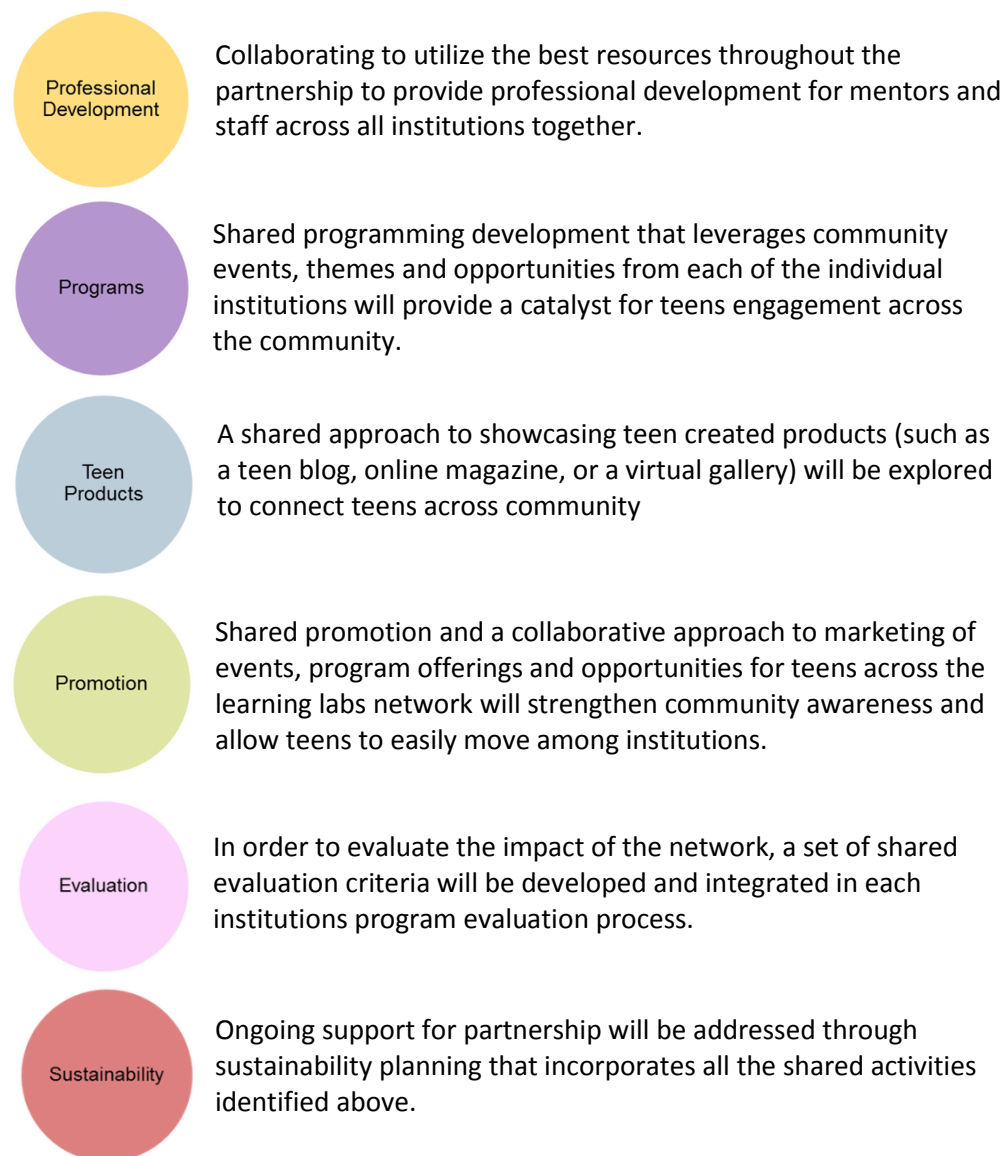
Foundational Elements of Network

The development of the logic model assisted the team in determining what intended outcomes the planning grant, in its implementation of the Learning Labs network, will support. The core foundation for the network collaboration has been identified through the process of “shared elements” - those pieces that each of the five organizations agree that they must plan and implement collaboratively.

Through the exploration of strengths that each institution brings to the network along with the extensive conversations about how to collectively support the HOMAGO model, the planning process has identified six areas of focus for collaboration and shared planning.



Shared Planning Areas of the Learning Labs Network:



These shared elements form the basis for our next phase of planning for the Learning Labs network.

Guiding Principles Of the Partnership

The development of a sound partnership to support the Learning Labs network is guided not only by shared outcomes and collaboration efforts but also by a strong set of shared beliefs and commitments. To support the partnership and planning process, the Core team developed and adopted a set of seven guiding principles (beliefs and commitments) that define how we work together.



Guiding Principles of the Learning Labs Partnership

WE BELIEVE...

That our work together is guided by shared goals, shared outcomes and a shared vision

That we are more impactful when we work together

In the value of investing time to build and strengthen the partnership

In building a relationship based on the foundation of honesty, transparency and trust

In leveraging the assets and expertise of the individual organizations

In the value of each organization's unique mission and vision

In learning from each other and embracing new ideas

As a result of these beliefs,

WE COMMIT...

To being intentional in our agreed upon planning, implementation and evaluation processes

To nurturing and sustaining the partnership

To what it takes to achieve our shared outcomes

To minimizing competitiveness and focusing on openness and collaboration

To institutional support and participation at appropriate levels

To openly acknowledge each institution's individual needs and interests

To taking risks and an iterative development process

These guiding principles steer the core and implementation teams in their planning, pilot and implementation work and form the foundation of the organizations will work together in partnership.



Next Steps in Planning

As the core, evaluation and implementation teams enter into the next phase of planning, planning activities will be shifting from high level work that the core team has been doing to create a foundation for the partnership network to the detailed planning of for shared elements including:

- Detailed planning for each of the shared elements that forms the basis of the learning labs network. Leadership for this planning will be led by members of the implementation team with one member of the core team serving as liaison. The one exception to this is the evaluation component. This will be led and completed by members of the project's evaluation team. Planning for these shared areas will also pull in functional expertise from each of the five partners to ensure viability of sustainability for the planning process and intended outcomes. These areas include:
 - Professional development
 - Programs
 - Teen products
 - Promotion
 - Sustainability
 - Evaluation – led by the evaluation team
- Development of communication plan – core team
- Budgetary review and revision – core team
- Development of prototype activities
- Engage national experts in network development of learning labs (i.e. HIVE).
- CEO Update Meeting

In addition to these planning activities for the Learning Labs partnership/network, each of the five organizations will also be continuing with their own internal planning process as part of this grant to create the spaces, activities and prototypes that will bring the outcomes and goals of this project to life for teens.

Individual reports of the internal planning process from each organization are attached.

